

School inspection report

2 to 4 June 2026

St Paul's Waldorf School

1 St Paul's Road
Islington
London
N1 2QH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders fulfil the school's aims effectively through a distinctive educational approach rooted in Waldorf principles. They provide a curriculum and wider school experience that supports pupils' holistic development, promoting intellectual, creative, practical, physical and spiritual growth within a caring and inclusive community.
2. Trustees provide effective oversight of the school's work through regular monitoring, engagement with stakeholders and scrutiny of school performance. They maintain appropriate oversight of safeguarding, health and safety, recruitment, complaints and risk management, ensuring that leaders are both supported and challenged in the discharge of their responsibilities.
3. Leaders ensure that policies are kept up to date and are implemented effectively. They provide parents with appropriate information about pupils' progress and maintain highly effective relationships with external safeguarding agencies. Effective systems, including a suitable accessibility plan, support the school's compliance with its statutory responsibilities and promote equality of opportunity for pupils.
4. Leaders provide a rich and distinctive curriculum which supports pupils' intellectual, creative, cultural and personal development effectively. Learning is carefully structured and rooted in direct experience, enabling pupils to develop knowledge, skills and understanding over time. The curriculum is enriched through a wide range of practical, artistic and outdoor experiences which reflect the school's educational philosophy and help pupils to become thoughtful, confident and engaged learners.
5. Teaching is effective across the school, including in the Kindergarten, where children benefit from well-planned and stimulating learning experiences. Positive relationships, skilled questioning and purposeful learning activities encourage pupils to participate actively, think deeply and communicate with confidence. Pupils demonstrate high levels of engagement, concentration and mutual respect, which contribute to the good progress they make.
6. Leaders ensure that provision for pupils who have special educational needs and/or disabilities (SEND) is well co-ordinated and effectively supports pupils' individual needs. Assessment information is used thoughtfully to inform teaching and to identify appropriate support and intervention where needed.
7. Leaders ensure that support for pupils who speak English as an additional language (EAL) effectively meets their needs through early identification, using assessment and information from parents.
8. While pupils benefit from a broad range of curriculum enrichment opportunities, the range of voluntary extra-curricular activities beyond the taught curriculum is more limited.
9. Leaders provide a comprehensive programme of personal, social, health and economic education (PSHE), including relationships and sex education (RSE), which is carefully tailored to pupils' ages. The programme supports pupils' personal growth effectively and enables them to develop the knowledge, understanding and skills needed to build positive relationships, make informed decisions and contribute responsibly to society.

10. The school's distinctive ethos promotes pupils' spiritual, moral, social and cultural development successfully. Through daily practices, storytelling, discussion, shared experiences and opportunities for reflection, pupils develop confidence, self-awareness, empathy and respect for others. Leaders foster an inclusive community in which diversity is valued, and pupils learn to appreciate different cultures, beliefs and backgrounds.
11. Pupils demonstrate positive behaviour, secure relationships and a mature understanding of responsibility. They feel safe, supported and listened to, and respond well to the school's clear expectations and restorative approach to managing behaviour.
12. Effective arrangements for attendance, health and safety, fire, first aid and pupils' welfare further support pupils' wellbeing and personal development.
13. Leaders promote pupils' social, cultural and economic development successfully and prepare pupils effectively for life in modern British society through a broad range of curricular and enrichment opportunities. Pupils develop an understanding of British values, economic wellbeing and future career pathways, helping them to become informed and responsible citizens.
14. Through community engagement, charitable initiatives and experiences that deepen their understanding of different cultures, faiths and backgrounds, pupils develop empathy, social responsibility and respect for diversity. Children in the Kindergarten develop confidence, responsibility and a clear sense of belonging within the school community.
15. Safeguarding arrangements are effective. Staff receive appropriate training, understand their responsibilities and report concerns promptly. Leaders maintain effective safeguarding systems, implement safer recruitment procedures appropriately and ensure that pupils are taught how to keep themselves safe, including online.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- extend the range of optional activities outside the curriculum to enable pupils to develop a wider range of skills and interests.

Material change request

16. Inspectors considered the school's request for a change to the details of its registration to include an increase in the maximum number of pupils from 224 to 250.
 - Leaders have considered the physical requirements, and no alterations or additions to buildings will be required to accommodate the additional 26 pupils.
 - Leaders have carefully considered the impact of the increased number of pupils, including on health and safety, fire safety, and medical and teaching facilities. Suitable and sufficient toilet, changing and showering facilities are already in place. Leaders have identified where additional staff will be required to ensure that safeguarding and pastoral teams have sufficient capacity to support the proposed increase in pupil numbers.
 - Leaders have considered staffing levels to ensure that suitable numbers of staff will be in place to maintain appropriate levels of supervision of pupils throughout the school day. All staff are subject to the required pre-employment checks.
 - Leaders have carefully considered the risks in relation to the proposed increase in pupil numbers to ensure they can maintain the quality of education and pastoral care across the school. Risk assessment arrangements are likely to continue to be suitable once the proposed material change has taken place.
17. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

18. Leaders ensure that the school's aims are realised through a curriculum and educational approach that are aligned with Waldorf principles. They place particular emphasis on the holistic development of pupils through the integration of immersive, emotional, practical and intellectual learning. For example, experiences such as 'eurythmy', which is a form of expressive movement, and handwork contribute to pupils' physical co-ordination, social awareness and creative expression, reflecting the school's commitment to educating the whole child, 'hand, heart and head'. Leaders promote an inclusive spiritual ethos which respects different faiths and cultures while encouraging pupils to develop a sense of curiosity, wonder and connection with the natural environment and the world around them.
19. Trustees provide effective oversight of the school through a structured programme of meetings, regular reporting, visits and direct engagement with leaders, staff and pupils. Trustees have a secure understanding of the school's successes, priorities and areas for development.
20. Trustees maintain effective oversight of safeguarding, health and safety, recruitment and complaints procedures. They undertake appropriate training, including in relation to safeguarding, the 'Prevent' duty and safer recruitment. Trustees understand the importance of providing challenge as well as support so that leaders fulfil their responsibilities effectively.
21. Trustees maintain effective oversight of risk, and leaders have established a robust culture in which the identification, assessment and management of risk are embedded in the school's day-to-day practice. Leaders and staff demonstrate a clear and shared understanding of risk, which informs decision-making across the school. The school's underlying philosophy towards risk management is explicitly reflected within policy documentation so that written procedures represent the school's established culture and approach.
22. Leaders ensure that policies reflect current statutory guidance and are implemented consistently across the school. Leaders provide parents with appropriate information about their child's attainment and progress, and policies are available via the website.
23. Leaders have developed particularly effective relationships with safeguarding professionals from the local authority. School systems, processes and safeguarding arrangements are strengthened as a result. The local authority is advised of pupils who join and leave the school at non-standard times. Leaders provide the required financial information for pupils funded by local authorities and supply information to support annual reviews of education, health and care plans (EHC plans) where applicable.
24. Staff and leaders deal appropriately with concerns raised by parents, and formal complaints are handled effectively in line with a three-stage policy, which is available to parents on the school's website.
25. Leaders maintain an appropriate accessibility plan which supports equal access to the school's provision for all pupils. Together with other policies and procedures, these arrangements enable the school to meet its responsibilities under the Equality Act 2010.

The extent to which the school meets Standards relating to leadership and management, and governance

26. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

27. Leaders have established a curriculum that supports pupils' long-term intellectual and cultural development. Through recitation, storytelling and rich exposure to language, pupils develop vocabulary, memory, imagination and confidence in communication. Learning experiences are carefully sequenced so that pupils first encounter concepts through direct experience before moving towards deeper analysis and understanding. Leaders ensure that these experiences are linked meaningfully to the curriculum, enabling pupils to make connections across subjects over time. As a result, pupils develop a broad range of knowledge, skills and cultural awareness, which supports the school's aim of preparing thoughtful, well-rounded and engaged young people. Consequently, pupils make good progress and develop critical and enquiring minds across a broad range of subjects, including French, music, handwork, woodwork, art and eurythmy. As pupils progress through the school, additional specialist teaching is introduced, and the curriculum is developed to ensure that older pupils are effectively prepared for their transition to GCSE study at their next schools.
28. Leaders ensure that, while the setting is exempt from the early years learning and development requirements, the early years curriculum is ambitious and well sequenced so that children develop secure foundations in their learning. The curriculum is delivered through creative and purposeful play, structured routines and rich experiential learning so that children build knowledge, skills and understanding progressively over time. Leaders place emphasis on communication and language, early numeracy, creativity and physical development, including both fine- and gross-motor skills, so that children develop confidence, independence and readiness for transition.
29. Leaders ensure that teaching in the Kindergarten is highly effective so that children make good progress through well-structured and rich learning experiences both inside and outdoors. High-quality adult interaction, observation and assessment are used effectively so that learning is informed by children's needs, interests and next steps. Teaching is characterised by skilled modelling, effective questioning and sustained dialogue so that children develop communication, vocabulary and thinking skills. Adults respond sensitively and adapt their teaching so that learning is extended in the moment, misconceptions are addressed and understanding is deepened through exploration and practice. Leaders ensure that teaching promotes independence so that children make choices, sustain attention and build confidence. Continuous observation and assessment ensure that teaching is responsive to children's individual needs and next steps.
30. Teachers in the lower and middle school plan learning carefully and deliver engaging lessons which promote pupils' self-motivation and participation. Teachers use effective questioning and discussion to encourage pupils to articulate their ideas, listen respectfully to the views of others and develop as thoughtful and confident communicators. Relationships between pupils and teachers are positive and supportive, creating a purposeful atmosphere in which pupils are motivated to learn and make good progress. Pupils demonstrate high levels of concentration and engagement, supported by consistently good behaviour and a well-established culture of mutual respect.
31. Teachers make effective use of a wide range of resources and learning experiences to promote pupils' emotional, intellectual, social, creative and physical development. Learning frequently includes opportunities for creativity, artistic expression and aesthetic appreciation, reflecting the school's educational aims. Teachers develop pupils' mathematical understanding effectively and provide opportunities for them to apply their knowledge and skills in practical contexts. Pupils of all ages work collaboratively and independently to solve problems, deepen their understanding and

make connections between their learning and the wider world, helping to prepare them well for future learning and life beyond school.

32. Leaders ensure that provision for pupils who have SEND is accurately identified, carefully planned and consistently implemented so that pupils make good progress from their starting points. Needs are identified early through assessment, observation and external professional input, enabling timely and appropriate support to be put in place.
33. Pupils are given opportunities to develop confidence in speaking, listening, reading and writing so that they can participate fully in lessons and make good progress over time. With over 30 languages represented in the school, leaders take opportunities to celebrate and acknowledge pupils' linguistic and cultural heritage. Leaders ensure that provision for pupils who speak EAL is well co-ordinated so that pupils make good progress across the curriculum. Needs are identified early through assessment, teacher observations and information from parents, enabling appropriate support to be put in place promptly.
34. Assessment across the school is rigorous, coherent and effectively used so that pupils make good progress from their starting points, and learning is informed by accurate evidence over time. A range of approaches, including formative assessment, point-in-time assessments, standardised assessment and end-of-unit evaluations, are used consistently so that attainment, progress and next steps are clearly understood by teachers and pupils. Leaders analyse assessment information at individual, group and cohort level so that trends are identified and timely interventions are put in place. Assessment is used effectively to enable teachers to adapt their plans so that learning is adjusted promptly. Leaders ensure that feedback, peer and self-assessment are purposeful so that pupils understand how to improve, reflect on their learning and develop independence. Assessment is embedded within curriculum planning so that knowledge and skills are revisited and consolidated through curriculum 'blocks', enabling pupils to apply their learning and make meaningful connections between subjects with increasing confidence and complexity.
35. Leaders extend pupils' learning beyond the formal curriculum through a wide range of experiences that are integral to the school's educational approach. Weekly walks and educational visits, including to places of worship and botanical gardens, enrich pupils' learning and broaden their understanding of the world around them. The use of local facilities, including the leisure centre, together with opportunities for activities such as kayaking and sailing, supports pupils' physical, social and personal development. Creative and practical experiences, including woodwork and other handwork, further enhance pupils' engagement and personal growth.
36. These experiences are carefully woven into the curriculum and reflect the school's emphasis on experiential learning, helping pupils to develop confidence, resilience and a deeper understanding of the world around them. However, the range of voluntary extra-curricular activities available outside the taught curriculum is limited and restricts the opportunity for pupils to develop a wider range of skills and interests.

The extent to which the school meets Standards relating to the quality of education, training and recreation

37. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

38. Leaders provide a comprehensive programme for PSHE which is carefully integrated throughout the curriculum and school life. Drawing on both Waldorf curriculum guidance and external resources, leaders ensure that pupils develop age-appropriate knowledge and understanding through lessons, assemblies and thematic learning. Consequently, pupils develop an understanding of concepts such as healthy relationships, consent and online safety. Effective oversight of planning and regular staff collaboration support a coherent approach to delivery, enabling pupils to explore issues relevant to their stage of development in a thoughtful and progressive manner.
39. Leaders provide RSE that is appropriate to pupils' age and stage of development and which reflects both statutory requirements and the school's educational philosophy. Relationships education begins in the early years through play, discussion and adult modelling of positive relationships. The youngest children develop an understanding of boundaries, respect, co-operation and personal responsibility. As pupils mature, the programme develops progressively to include more focused teaching about human relationships, physical development and sex education. Leaders engage parents appropriately in the delivery of RSE and ensure that teaching is undertaken by staff who know pupils well. Through carefully selected resources and discussion, pupils develop an understanding of different family structures, healthy relationships and the importance of treating others with respect and dignity. As a result, pupils are well prepared to navigate relationships safely and respectfully in modern society.
40. Leaders ensure that children's physical health, emotional wellbeing and personal development are at the heart of the early years experience. Consistent routines, secure attachments with key adults and highly responsive interactions enable children to feel safe, valued and emotionally secure. Children develop confidence, resilience and positive attitudes to learning through nurturing relationships, opportunities for choice, creativity, movement and play. Leaders ensure that children's welfare is promoted through effective supervision, risk assessment and personalised support. As a result, children demonstrate secure wellbeing, self-regulation and independence and a sense of belonging within the school community.
41. Leaders promote pupils' spiritual, moral and social development effectively through the school's distinctive ethos, daily practices and wider curriculum. Recitations, assemblies, festivals and opportunities for reflection encourage pupils to develop a sense of wonder, appreciation and respect for the world around them and for those from different backgrounds and beliefs. The school's emphasis on beauty, music and shared experiences further supports pupils' spiritual awareness within an inclusive community.
42. Pupils' moral and social development is fostered through storytelling, discussion and participation in community life. Pupils explore values, ethical choices, fairness, responsibility, democracy and the rule of law through their studies and interactions with others. Pupils of all ages learn to work collaboratively, resolve disagreements constructively and contribute positively to the school community, developing empathy, mature interpersonal skills and consideration for others.
43. Pupils' self-esteem, self-knowledge and self-confidence is developed effectively through a curriculum that values individual growth and participation. Pupils are encouraged to contribute their ideas, engage in discussion, perform publicly and take increasing responsibility for their own learning

and behaviour. The school's emphasis on long-term personal development enables pupils to become confident, articulate and reflective young people who understand their own successes and areas for development.

44. Mutual respect and appreciation of diversity are central to leaders' vision that 'everyone belongs here'. Staff model respectful relationships and ensure that pupils understand the importance of treating others with kindness, dignity and respect, regardless of background or belief.
45. Pupils consistently show respect towards each other and their teachers. Pupils feel valued and listened to, enabling them to manage social situations confidently, respond appropriately to isolated incidents of unkind behaviour and contribute positively to the school community. Calm, purposeful environments and consistent adult modelling promote kindness, responsibility and inclusion, while mixed-age learning, celebrations and opportunities for pupils to share their views contribute to a culture where everyone is treated with dignity and respect.
46. Behaviour management is characterised by predictable routines, clear expectations and consistent adult responses, creating an environment where pupils feel supported and ready to learn. Leaders adopt a restorative approach so that pupils understand the impact of their actions, repair relationships and rebuild trust. Staff provide sustained support for friendship issues and more complex incidents. Effective modelling and supportive classroom management help pupils to develop self-regulation, responsibility and respectful conduct, while prompt responses to bullying concerns ensure that children, staff and parents are appropriately supported. The school is a phone-free environment and pupils understand and adhere to the expected procedures.
47. Pupils develop an understanding of how to stay physically healthy through a varied physical education (PE) curriculum and activities across a range of subjects, such as eurythmy, weekly walks and daily time in a local park. This provision enables pupils to develop a range of physical skills.
48. Leaders maintain accurate admission and attendance registers so that attendance patterns can be identified and addressed promptly. Clear recording procedures, regular monitoring and effective communication with parents ensure that children attend regularly, transitions are well managed and continuity of care is maintained.
49. Leaders ensure that the school site is well maintained. Appropriate training in health and safety, fire safety and first aid management ensure that staff are well attuned to safeguarding pupils on site. A comprehensive record of checks is appropriately maintained by leaders.
50. The school provides appropriate medical facilities, and suitably trained staff provide first aid when pupils are injured or unwell.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 51. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

52. Leaders actively promote pupils' social, economic and cultural development through a broad programme of curricular opportunities. Through PSHE, assemblies, visits and discussion of current affairs, pupils develop a secure understanding of British values, including democracy, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils learn about different family structures, cultures, languages and traditions through the curriculum, assemblies and everyday interactions. Cultural celebrations, multilingual activities and inclusive teaching resources help pupils to recognise and value difference.
53. Leaders ensure that pupils are well prepared for life in modern British society by providing learning opportunities to engage with wider civic and national institutions. For example, pupils write to their local MP on matters of local concern, such as air quality, and deepen their understanding of public life through visits to institutions, including the Houses of Parliament and the Bank of England.
54. Leaders promote pupils' economic understanding through a programme of practical experiences and curriculum activities. Younger children develop an early awareness of money through role play, while older pupils build their understanding of banking, interest, budgeting and the wider economy through dedicated learning modules, assemblies and educational visits. For example, Year 7 pupils apply their learning through a business project in which they use a small start-up loan to develop and run a fundraising enterprise, enabling them to explore concepts such as profit, investment and interest in a practical context. Regular fundraising activities across the school further help pupils to develop financial awareness, responsibility and an understanding of how money is earned, managed and used to support wider objectives.
55. Leaders ensure that children in the Kindergarten develop a clear sense of self, belonging and responsibility through a curriculum rooted in relationships, community and meaningful participation. Daily routines, collaborative play, shared celebrations, weekly walks and care for the environment help children understand their place within the school and wider community. Leaders promote respect for diversity, inclusion and difference through stories, festivals, resources and interactions so that children see themselves represented and learn to value who they are as individuals and also to value others. Children are encouraged to contribute to class life through helping with practical tasks, caring for resources and working co-operatively, enabling them to develop confidence, empathy and consideration for others. As a result, children demonstrate confident social skills, positive relationships and an emerging understanding of their role within the wider community.
56. Leaders provide an appropriate programme of careers education which helps pupils begin to consider their future aspirations and pathways. Year 9 pupils benefit from individual guidance meetings with senior leaders, enabling them to explore their interests, talents and next steps. An annual careers day for pupils in Years 6 to 9 draws effectively on the expertise of parents and members of the wider community, including representatives from a range of professions, such as the emergency services. Assemblies and discussions about future pathways further broaden pupils' understanding of the opportunities available to them, helping them to make informed decisions about their future education and careers.
57. Leaders provide pupils with purposeful opportunities to contribute to the wider community through charitable initiatives, service and community engagement. Pupils take an active role in selecting and

supporting causes, helping them to develop social responsibility, civic awareness and an understanding of the needs of others. Through charitable fundraising, environmental projects and involvement with local community organisations, pupils contribute positively to both the local and wider community. As a result, pupils develop empathy, a sense of service and an appreciation of their role as active and responsible citizens.

58. The school's proactive approach to diversity enriches pupils' cultural understanding and appreciation of different social backgrounds, traditions and perspectives. Leaders enhance this through a wide range of experiences, including visits and talks from individuals representing different cultures, faiths and life experiences. For example, pupils have benefited from hearing the testimony of a Holocaust survivor, followed by research activities at the National Archives. They listen to and engage positively with religious leaders from a variety of faith traditions, including Judaism, Islam and Zoroastrianism. As a result, pupils demonstrate respect for diversity, a well-developed understanding of different cultures and beliefs, and an appreciation of the richness of the society in which they live.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

59. All the relevant Standards are met.

Safeguarding

60. Trustees ensure that safeguarding arrangements are in line with current statutory guidance and that safeguarding is promoted effectively throughout the school. Consequently, safeguarding arrangements are effective. Leaders ensure that safeguarding is given a high priority and have established a culture in which staff understand that safeguarding is everyone's responsibility and that concerns should be raised promptly. Leaders with responsibility for safeguarding are appropriately trained and receive regular updates to maintain their knowledge and understanding of current statutory requirements. They maintain highly effective relationships with local safeguarding partners and make appropriate use of external advice and support to inform decision-making and to safeguard pupils' wellbeing.
61. Leaders ensure that staff receive regular safeguarding training, including annual updates to statutory guidance in relation to online safety, contextual safeguarding, the 'Prevent' duty requirements and child-on-child abuse. Staff complete safeguarding training on induction and receive regular updates throughout the year. Staff understand safeguarding procedures and are confident in recognising and reporting concerns about pupils and adults who work with them. Leaders promote a vigilant safeguarding culture through regular communication, training and discussion, ensuring that staff maintain a clear understanding of their responsibilities.
62. Leaders have established effective systems for recording, monitoring and responding to safeguarding concerns. Staff are encouraged to record any concerns, and safeguarding leaders maintain detailed records which include decisions made, actions taken and the rationale for them. Leaders respond promptly to concerns, seek advice appropriately and make referrals to safeguarding agencies when required.
63. Leaders ensure that pupils are supported effectively when concerns arise and monitor these carefully and maintain oversight of pupils who may be vulnerable or at risk. Pupils are encouraged to speak to trusted adults about concerns they have about themselves or others, and the close relationships formed between class teachers and pupils enables this effectively.
64. Safer recruitment procedures are robust. Leaders ensure that appropriate checks are completed before staff commence work with children and they maintain suitable records of these checks in a single central record of appointments (SCR).
65. Pupils are taught how to stay safe, including when online.

The extent to which the school meets Standards relating to safeguarding

- 66. All the relevant Standards are met.**

School details

School	St Paul's Waldorf School
Department for Education number	206/6379
Registered charity number	1076454
Address	St Paul's Waldorf School 1 St Paul's Road Islington London N1 2QH
Phone number	020 7226 4454
Email address	schooloffice@stpaulswaldorfschool.org
Website	www.stpaulswaldorfschool.org
Proprietor	St Paul's Waldorf School
Chair	Mrs Tali Silver
Headteacher	Ms Anna Retsler
Age range	3 to 14
Number of pupils	206
Date of previous inspection	11 to 12 May 2023

Information about the school

67. St Paul's Waldorf School is an independent co-educational day school located in the London Borough of Islington. A registered charity, the school is administered by the company directors as trustees. The school follows the Steiner Waldorf curriculum. The school comprises three sections: Kindergarten, for children aged three to six; the lower school, for pupils aged six to eleven; and the middle school, for pupils aged eleven to fourteen. Since the previous inspection, a new chair of trustees was appointed in March 2025.
68. The early years provision comprises four Kindergarten groups. Children aged 3 to 6 years are taught in mixed-age groups and remain within the same group, supported by the same teacher, throughout their time in the Kindergarten setting.
69. The school has identified 63 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care plan.
70. The school has identified English as an additional language for 111 pupils.
71. The school states its aims are to educate the whole child in a healthy and balanced manner, developing their physical, emotional and intellectual capacities through an age-appropriate, creative curriculum in an inclusive environment. The school aims to support the spiritual, moral, social and cultural development of each child and provide them with the tools to successfully pursue their chosen path in life and play a positive role in the world's future.

Inspection details

Inspection dates

2 to 4 June 2026

72. A team of three inspectors visited the school for two and a half days.

73. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

74. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net